

## ***Corporate Learning Course***

### **LESSON PLAN**

#### **Emergency Services/Operations**

**DURATION:** 3 hours

**TEACHING METHOD:** Lecture/Discussion/Case Study

**REFERENCES:** CAPR 35-6, Aeronautical Ratings, Emergency Services, and Ground Team Badges, CAPR 50-11, Flight Clinics, CAPR 50-15, CAP Operational Missions, CAPR 55-1, CAP Operational Mission Procedures, CAPM 60-1, CAP Flight Management, CAPR 60-2, Safety and Regulatory Compliance - No Notice Inspection, CAPR 62-1, CAP Safety Responsibilities and Procedures, CAPR 62-2, Mishap Reporting and Investigation, CAPR 100-1, Communications, **slide/transparencies summary (Instructor Guide page 93)**

**TEACHING AIDS:** Student guide, slide/transparencies presentation (available from director)

**READING ASSIGNMENT:** Section overview, found in student guide

#### **Lesson Objective:**

Explain how the wing operates to carry out the Emergency Services Mission. (ref: CAPR 50-17, Chap 5, para 5-3a)

#### **Behavioral Objectives:**

##### **Emergency Services**

1. List the members of the Wing's ES staff
2. Discuss all supplemental wing policies to applicable ES Directives (do not go into detail, just cover the main points), if applicable.
3. Discuss pertinent agreements and MOU's with local and state agencies, if any. Tell how these agreements affect wing and squadron operations. (ref: CAPM 50-15, CAPR 55-1)
4. Explain what AFRCC and AFNCEP is and how the wing interacts with them to perform their missions. (ref: CAPM 50-15)
5. Discuss wing methods for alerting personnel in the event of a SAR or Civil Defense mission, including how squadrons can become more involved.
6. Discuss how the wing certifies members to participate in missions, and how squadrons are expected to contribute to the effort (How much training does the wing expect the squadrons to do?) (ref: CAPR 35-6, CAPR 50-11, CAPM 50-15, CAPR 55-1, CAPR 60-1)
7. Discuss the wing program for tracking ES currency, and describe the information required for both the wing and squadrons to keep complete records. (ref: CAPR 35-6, CAPM 50-15, CAPR 55-1, CAPR 60-1)

##### **Flight Operations**

1. Discuss the wing's Flight Release Officer Program (FRO), including: implementation, FRO certification and training, and verification. (ref: CAPR 60-1)
2. Discuss the No-notice inspection program, including: the OPR, implementation, assistance, consequences of failure. Discuss the wing's results. (ref: CAPR 60-2)
3. Discuss the training and certification of instructor pilots, check pilots, mission pilots, orientation pilots, etc. (ref: CAPR 35-6, CAPR 50-11, CAPM 50-15, CAPR 60-1)

4. Discuss the wing strategy for administering the Cadet Flight Orientation program from the operational perspective.

### **Counterdrug**

1. Discuss the wing's CD program, including the wing's mission, and how pilots and non-pilots can get involved, if applicable. (ref: CAPM 50-15, CAPR 55-1)
2. Define the difference between reconnaissance and surveillance/law enforcement with regard to wing CD operations, and why these are not law enforcement operations. (ref: CAPM 50-15, CAPR 900-3)

### **Drug Demand Reduction**

1. Define Drug Demand Reduction.
2. Identify DDR coordinator and staff, if applicable.
3. Define which squadrons can participate and under what conditions.
4. Discuss wing DDR activities.
5. Define how squadrons can support the DDR effort for their sponsoring military installation.

### **AFROTC/CAP Initiative**

1. Discuss your wing's AFROTC/CAP Initiative program, if applicable. (ref: )
2. Discuss how CAP units can take part in this program in flying and non-flying capacities.
3. Discuss the effectiveness of the wing program

### **Safety**

1. Discuss the wing's responsibility in implementing the CAP Safety Program. (ref: CAPR 62-1, CAPR 62-2)
2. Discuss common incidences of the wing and how to prevent repeat occurrences.
3. Discuss the Safety Officer's role in the No-notice inspection program. (ref: CAPR 60-2)
4. Define the squadron's role in implementing the wing safety program. (ref: CAPR 62-1, CAPR 62-2)
5. Discuss the wing's safety program. (ref: CAPR 62-1, CAPR 62-2, CAPP 217)
6. Explain why prompt and proper reporting of all accidents is important? (ref: CAPR 62-1, CAPR 62-2, CAPR 112-9, CAPR 900-5, CAPR 900-6, CAPR 900-7)

### **Communications**

1. Define "communications" and list possible tools for use in supporting CAP's three primary missions: (ref: CAPR 100-1)
2. Describe the importance of continuous needs analysis when determining communications requirements: (ref: CAPR 100-1)
3. Explain the wing's modernization program in response to changing technology, CAP primary mission requirements, and federal statutes and requirements.
4. Describe the wing's management of the CAP communications systems and how they interface with region and national communications operations and programs. (ref: CAPR 100-1)
5. Discuss how the wing's Emergency Services functions interact and benefit the two other primary CAP missions (Aerospace Education, Cadet Program)

**STRATEGY:**

This segment should ideally be taught by a group of presenters specializing in the areas covered, each member should be thoroughly familiar with wing procedures and have an understanding of the nature of the relationship between the squadron and the wing. The purpose of this segment is to introduce the students to Emergency Services and the functional areas encompassed within this broad area. It is also important to impress upon the students how Emergency Services is affected by and affects CAP's other primary missions.

The teaching outline provides an introduction, outline of the main points, and conclusion which should be adapted as needed to meet the needs of the particular wing. The points outlined in bold face must be covered, and those in plane face may be covered if the instructor feels the points are pertinent to the wing or there is extra time. We recommend that the lesson be personalized by the presenter(s) to reflect the unique characteristics of the wing.

The comments should be brief, while still meeting the learning objectives. Every effort should be made to accomplish at least one of the case studies during the segment, because they will enable the students to apply the information they have learned in the lecture.

**LESSON OUTLINE****MAIN POINTS****Emergency Services:**

- I. Primary members of the wing ES staff
- II. Supplemental policies to ES directives
- III. Pertinent agreements and MOUs with state and local agencies
- IV. Description of organizations
- V. Wing methods for alerting personnel in the event of a SAR or DR mission
- VI. Wing training and certification

**Flight Operations:**

- I. The Flight Release Officer program
- II. The No-Notice Flight Safety Inspection program
- III. Operations training and certification

**Counterdrug:**

- I. Overview
- II. The difference between reconnaissance and surveillance/law enforcement

**Drug Demand Reduction:**

- I. Definition
- II. DDR staff
- III. Conditions for participation
- IV. Wing DDR activities
- V. Supporting local military installations through DDR

**AFROTC/CAP Initiative:**

- I. Overview

- II. How squadrons participate
- III. Wing's effectiveness

**Safety:**

- I. The wing's responsibility in implementing the safety program
- II. Common incidences within the wing
- III. The wing program
- IV. Squadron's role in implementing the safety program
- V. Accident reporting

**Communications:**

- I. "Communications" defined
- II. Continuing needs analysis in determining requirements
- III. Modernization
- IV. Management